The Influence of Emotional Intelligence on Social Adjustments of Tenth Grade Students of SMA Unggul Negeri 2 Banda Aceh

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THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON SOCIAL ADJUSTMENTS OF TENTH GRADE STUDENTS OF SMA UNGGUL NEGERI 2 BANDA ACEH

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Abstract

Emotional intelligence is an individual's ability to manage emotions by controlling the negative condition into a positive force and its relationship with social adjustment. In this case, the social adjustment in question is the adjustment of students in interacting with teachers, peers, and specific situations in the school environment effectively through the development aspects of self-awareness, emotional management, and utilization of emotions, empathy, and social skills. The purpose of this study was to describe the emotional intelligence and social adjustment variable of students as well as to determine how emotional intelligence influenced social adjustment of students. This research used a quantitative approach and ex-post facto method. The number of population was 118 students consisting of all tenth-grade students of SMA Unggul Negeri 2 Boarding School of Banda Aceh. Data were collected by using a closed questionnaire method with the scale 1-5. The data were processed and analyzed by using descriptive statistics and the coefficient of determination. The results showed that the influence of emotional intelligence on the social adjustment of students was 0,656 (coefficient of determination) that is 65%. Thus, it can be stated that Ha is accepted which means that emotional intelligence has a significant influence on the social adjustment of students.

A. Introduction

In social life, human beings need to build good relationships with each other. People cannot live alone without other people. However, it does not close the possibility that many individuals are still difficult to make an adjustment with their surroundings. One of the examples is during senior high school (SMA), when students aged 15-18 are required to be able to adjust well at school. In adolescence, the important developmental tasks are related to the social interaction (Hurlock, 2005).

Mu'tadin (in Vianawati, 2008) defined social adjustment as a process of mutual influences among individuals which creates a pattern of culture and behavior that conforms to the rules, laws, customs and values existed to find a solution for the problems of life. Based on the daily life observations, the fact shows that there are two conditions and situations faced by the students in making the social adjustment.

On one side, not all students are successful or able to make a social adjustment to their surroundings. The inability of students in making adjustments to the social environment will be reflected in self-disappointment and social disappointment, and tendency to refuse the social reality which can cause the students were separated from their surroundings. Students who fail to make social adjustments usually become less confident, decreased school performance, bad relationships with friends and other problems and conflicts that will occur (Milarsari in Sari 2005).

To make a good social adjustment, emotional intelligence has a significant role. According to Goleman (2015: 43), emotional intelligence is the ability to motivate oneself and survive from frustration, manage the desire and joy, control moods and stress in order not to paralyze the ability to think, empathize, and pray. Students with high emotional intelligence will be easy to make social adjustments such as self-acceptance, positive relationships with others, autonomy, having purpose and direction in life, as well as personal growth and development.

Goleman (2015) also showed further how the 'emotional quotient' (EQ) is more important than the 'intelligence quotient' (IQ), especially in education, health, and academic achievements. Emotional maturity can be achieved through the process of learning and mastery of emotional intelligence aspects.

Emotion is one of the driving factors in doing an action, such as feelings of fear, anger, happiness, love, and sadness which is a reflection of the emotional dynamics. Students who are emotionally intelligent will be able to recognize the condition of their own emotion and other people's so that it will be easier for them to interact with the surrounding people.

Based on the field observations made by the researcher at a state senior high school in Banda Aceh, some students were frequently absent for unclear reasons and some who argued with each other and quarreled in the classroom which caused a noise and attracted other students' attention. Thus, this phenomenon indicated the poor ability of the students in recognizing their emotions and other people's, and the weak relationships with their school friends.

Based on the problems described above, the question now is whether there is an influence of emotional intelligence on the social adjustment of students at the school, why these phenomena can occur, and what the influential factors are. It was assumed that emotional intelligence contributed to the social adjustment of students at the school. Therefore, the researcher will do a research about the influence of emotional intelligence on social adjustment of tenth-grade students at SMA Negeri 2 Banda Aceh.

Based on the phenomenon and background of study above, the research problems are formulated as follows: how the level of emotional intelligence of tenth grade students at SMAN 2 Banda Aceh is, how the level of social adjustment of tenth grade students at SMAN 2 Banda Aceh is, and whether there are influences of emotional intelligence on social adjustment of tenth grade students at SMAN 2 Banda Aceh.

Based on the problem formulation, it can be concluded that the purpose of this study was to find out the level of emotional intelligence of tenth-grade students at SMAN 2 Banda Aceh, to determine the level of social adjustment of tenth grade students at SMAN 2 Banda Aceh, and to see the influences of emotional intelligence on social adjustment of tenth grade students at SMAN 2 Banda Aceh.

B. Method

This research was conducted at SMA Unggul Negeri 2 Boarding School Banda Aceh on St. Twk. Hasyim Banta Muda No. 8 Kp. Mulia Banda

Aceh. The school was chosen as the research location based on the result of Field Experience Program/ Internship (PPL).

In this research, the researcher used a quantitative approach. According to Sugiyono (2016:11), quantitative research is A research method which is based on a positivism philosophy; it is used to investigate the population or samples. The data were collected by using research instruments and data analysis is in quantitative/ statistics, with the purpose to test the hypothesis that has been set.

The researcher used the ex-post facto research design. According to Kerlinger (Emzir, 2013: 119) "Causal-comparative research or ex-post facto is a systematic empirical investigation in which the scientist does not control the independent variable directly because the existence of the variable has occurred, or basically because the variable cannot be manipulated." According to Sukardi (2013: 165), the ex-post facto study is "a study where the independent variables have occurred when the researchers begin with observations of bound variables in research." The ex-post facto research is research conducted to examine the cases that have occurred which then looking backward to find out the causal factors of the cases. The ex-post facto research aims at finding the possible causes of behavior changes, symptoms or phenomena resulting from a case, or things which cause the changes of independent variables that have occurred completely.

The population must be determined first. The population in this research was all tenth-grade students in SMA Unggul Negeri 2 Boarding School Banda Aceh academic year 2015/2016 with a total of 122 students, but at the moment there were only 118 students left because there were some students who moved to other schools. Here are the total students of Class X MIPA 1 to X MIPA 5 at the beginning:

No	Class	Total Students
1	X MIPA 1	24
2	X MIPA 2	22
3	X MIPA 3	21
4	X MIPA 4	28
5	X MIPA 5	27
Total		122

The data were collected by using a questionnaire of psychological scale in the form of Likert scale. The questionnaire is used to obtain the data/facts about the research variables known by the respondents. According to Arikunto (2006: 151) "Questionnaire is written statements used to derive information from the respondents about personal reports or things they know." Meanwhile, according to Sugiyono (2008: 199) "Questionnaire is a technique of data collection conducted by giving a set of questions or written statements to be answered by the respondents.

To obtain data of the influences of emotional intelligence on students' social adjustment, the researcher used a set of questionnaires for emotional intelligence and a set of questionnaires for social adjustment. The researcher arranged the Likert scale from 1 to 5. The statements consisted of 5 customized response alternatives: (1) Very Often = 5; (2) Often = 4; (3) Sometimes = 3; (4) Rarely = 2; (5) Never = 1. The score criteria are the answer scores for statements with a positive meaning. In the opposite, scores for statements with negative meaning are: (1) Very Often = 1; (2) Often = 2; (3) Sometimes = 3; (4) Rarely = 4; (5) Never = 5. The instrument was adapted from an instrument constructed by Septiyaningtyas, Retno (2013), which was tested again to determine the level of validity and reliability.

The data were analyzed by using descriptive analysis. Sugiyono (2010:147) stated that: "Descriptive Analysis Method is a statistic used to analyze data by describing the actual data collected without intending to make any conclusions for public or generalization".

C. Research Finding

1. Emotional Intelligence

The emotional intelligence data were obtained through the psychological scale which consisted of 35 points of the question with a range of scores from 1 to 5. Thus, the highest score was 141, and the lowest score was 104.

The result of a descriptive analysis on emotional intelligence variables showed that the highest score was 141 and the lowest score was 104, the mean was 121.92, the modus was 122, the median was 122.00, and the standard deviation was 6.434. It showed that the highest score

occurred on the emotional intelligence of students reached 141, the score was above the average and indicated that the students' emotional intelligence is good. It was also supported by the modus that is 122 which was higher than the mean score.

The frequency distribution of emotional intelligence can be seen in Table 4.1 below:

Table 4.1

The Distribution of Emotional Intelligence Level

No	Category		Total	Percentage (%)
1	Low	X < 98	0	0%
2	Medium	98 ≤ X < 121	58	49.2%
3	High	X ≥ 121	60	50.8%
	Total		118	100%

Source: Processed data in 2016

From the data in Table 4.1, it is discovered that the level of students' emotional intelligence is categorized into three levels namely low, average, and high. Based on the data, it shows that there is no student at a low category that is 58 students (49,2%) in the medium category and 60 students (50,8%) in the high category. From the data, it is concluded that emotional intelligence of some tenth-grade students at SMAN 2 Banda Aceh is high i.e. 50.8%.

2. Social Adjustment

The psychological scale was used to discover the data of social adjustment which consisted of 30 questions with a range of scores from 1 to 5. Thus, the highest score was 126, and the lowest score was 85. As the categorization on the level of emotional intelligence, the classification level of social adjustment is divided into three categories namely; low, medium, and high. The result of descriptive data analysis on social adjustment variables showed that the highest score was 126 and the lowest score was 85, the average was 105.01, the modus was 109, the median was 105.00, and the standard deviation was 6.994. It showed that the highest score occurred on the emotional intelligence of students reached 126, the score was above the average and indicated that the students' emotional intelligence is good. The modus also supported it with the score 109 which was higher than the mean score.

The frequency distribution of emotional intelligence can be seen in Table 4.2 below:

Table 4.2
The Distribution of Emotional Intelligence Level

No	Category		Total	Percentage (%)
1	Low	X < 98	0	0%
2	Medium	98 ≤ X < 105	55	46.6%
3	High	X ≥ 105	63	53.4%
	Total		118	100%

Source: Processed data in 2016

From the data in Table 4.2, it is found that the level of students' emotional intelligence is categorized into three levels namely low, medium, and high. Based on the data, it showed that there is no student in the low category, namely 55 students (46,6%) in the medium category and 63 students (53,4%) in the high category. From the data, it is concluded that emotional intelligence of some tenth-grade students at SMAN 2 Banda Aceh is high i.e. 50.8%.

3. Analysis Prerequisite Test

a. Normality Test

Based on the result of normality test, it showed that if Asymp. Sig. > 0,05 then the data are normal, if Asymp. Sig. <0,05 then the data are not normal. Therefore, it can be understood that the data in this research are in normal distribution because of Asymp. Sig. 0,722> 0,05. It can be seen clearly in the table below:

Table 4.3 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	4.08364407
Most Extreme Differences	Absolute	.064
	Positive	.064
	Negative	-.043
Kolmogorov-Smirnov Z		.694
Asymp. Sig. (2-tailed)		.722

a. Test distribution is Normal/ Test of Linearity

Test of linearity is used to determine whether independent variable and dependent variable have a linear relationship or not. Test of Linearity is conducted by calculating the F-value

Based on the analysis results, it was obtained the F value was 1.373; it meant that the relationship between the variables of emotional intelligence and social adjustment could be revealed as linear. It can be seen in Table 4.4 below:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Social Adjustment * Emotional Intelligence	Between Groups	(Combined)	4365.096	29	150,521	9,755	000
		Linearity	3771.882	1	3771.882	244,441	.000
		Deviation from Linearity	593,214	28	21,186	1,373	.134
	Within Groups		1357.896	88	15,431		
	Total		5722.992	117			

b. Hypothesis Testing/ Coefficient of Determination

Based on the result of the prerequisite test analysis which had been conducted and met the qualification then the hypothesis testing was performed. The data analysis used to test the hypothesis was a simple regression analysis using computer program SPSS 17. It was used to determine whether there were influences between emotional intelligence and social adjustment or not.

Table 4.5
Adjusted value R^2

R Square	Adjusted R Square	Std. Error of the Estimate
.659	.656	4,101

Predictors: (Constant), Emotional Intelligence

Based on Table 4.5, the adjusted value is 0.656. It means that emotional intelligence contributes effectively as much as 65%, which influences the students' social adjustment. While the remains (100% - 65% = 35%) is explained by other causes.

D. Discussion

Based on the result at SMA Unggul Negeri 2 Boarding School Banda Aceh conducted on the tenth-grade students, in the overall, it showed that the students had good emotional intelligence. It indicates that the students have been able to control their emotion in establishing a relationship with others. Goleman (2015) said that with emotional intelligence, someone (including adolescents) could control their emotions in the right portion and do not act emotionally but based on logic and norms existed. So, a person who has emotional intelligence does not only have emotions or feelings but also understands the meaning of feelings from his surroundings. Students who are emotionally intelligent can see themselves as others see them and can understand others as if they feel the same.

Someone with high emotional intelligence is not only able to comprehend what other people feel but also has social stability, easy going, far from anxiousness, can adjust in a stressed situation and has the capability to be involved in society or problems, take responsibility, and has views of morality. In line with Coleman's opinion (2002:513-514), "Emotional intelligence is divided into 5 (five) components, namely self-awareness, self-regulation, motivation, empathy and social skills". Individual awareness of his own emotions will facilitate himself in socializing in his surroundings.

Self-awareness makes a person more aware of his mood. If he is unaware of it, it will be easier for him to become emotional and be controlled by emotion. Self-awareness does not guarantee to be able to control the emotion, but it is one of the essential requirements in controlling one's emotion so that individual is easy to manage his emotion. Self-regulation is a good self-control which raises a positive reaction so that someone can recover from the stress he faces. As Gottman (Asrori, 2009) said that adolescents who learn and recognize their emotions will become more confident, physically and psychologically healthy, and will tend to be healthy emotionally.

Motivation can help a person to take the initiative and act effectively to overcome the failure and frustration. Social skill is an ability to control emotions properly when doing interaction with others and being able to read the situation and social networks, being friendly to others, using this skill to inspire and guide in society, solving conflicts

happened, and being able to work together. So, students with high emotional intelligence will be able to control aspects of emotional intelligence of themselves in socializing to the surroundings.

The result showed that the social adjustment of students of SMA Unggul Negeri 2 Boarding School of Banda Aceh was in a good category. It indicated that the students had a real aspect of actual performance, good adaptation to any kinds of groups, social attitudes, and personal satisfaction. Social adjustment is a process of the individual to fulfill his needs and the society's need to achieve a balanced condition and individual achievement in adjusting to social environment wherever he is. Mu'tadin (in Vianawati, 2008) defines social adjustment as a process of mutual influences among individuals which creates a pattern of culture and behavior that conforms to the rules, laws, customs, and values existed to find a solution for the problems of life.

An individual always needs other people in their lives because one will not be able to live alone without the help of other people. Individual achievement in making the social adjustment can be seen from the individual's ability to behave appropriately in the society which is shown in good attitudes and behavior to interact with others so that he can feel satisfied with himself and others. Based on the opinion of Gerungan (1996) social adjustment is an attempt of individuals to change themselves and their desires to be acceptable to the situation of surroundings or society.

Social adjustment for students at school is defined as a student's ability to interact well and efficiently with other people and particular situations at school, which impacts on the satisfaction of the students in completing their needs that can be felt by themselves, other people, or their surroundings. Schneiders (1964) stated that in general, factors which influence the adjustment of students at the school are internal and external factors. Internal factors are emotions, sense of security, personal characteristics, self-acceptance, intelligence, adolescent characteristics in responding experiences and gender differences.

While, external factors are factors that come from outside the individuals such as circumstances of family, school and social life. Adolescents obtain the social adjustment ability from the home environment, and the process of learning from new experiences they faced in their

interactions with the social environment. As the theoretical explanation above, social adjustment can also be influenced by many factors and one of them is the school environment (Hartinah, 2011).

Based on the explanation above, it can be concluded that social adjustment is critical in human life, especially for boarding school students. It is because someone needs a good adjustment ability to live and get along properly in an environment so that he becomes satisfied with himself and his environment. So, it can be said that individuals who have good social adjustment will be easier in socializing with their surroundings.

The result of research proves that emotional intelligence gives so much influence to social adjustment. It shows that individuals who make good adjustments are supported by high emotional intelligence. People with high emotional intelligence will be able to solve problems and conflicts which occur in the environment by controlling their emotions in order not to hurt the feelings of other people. Goleman (2015) said that the success of someone in solving problems is much determined by the quality of his intelligence. Part of intelligence which can help solving problems is intelligence related to the emotional aspects. Someone who is good at managing his emotions will improve the quality of his personality. It is because people who can manage their emotions will easily make social adjustments in an environment.

In social adjustment, empathy is also required. The ability of someone to feel the emotional condition of others is a social attitude to create healthy relationships with others. It is because according to Goleman (Septiyaningtyas, 2014) both are social skills which support the success in socializing with others because without the abilities, it will lead to a clash in social or the repetition of interpersonal problems. This research can be strengthened by research conducted by Elias (Rochman, 2014). It revealed that the emotional intelligence possessed by an individual always leads to his behavior, whether for himself or for the environment (social) which in this case is defined as a way to make an adjustment in the environment.

The result showed that emotional intelligence was only one of the factors that influenced the social adjustment of students at the school. There are several factors which influence social adjustment. They are internal and external factors. The internal factors are physical factors (physical condition

and individual maturity) and psychological factors (experiences of individuals). The external factors are relationship and parenting of the family.

Based on the result of research about the influences of emotional intelligence on social adjustment on students of SMA Unggul Negeri 2 Boarding School Banda Aceh, it can be concluded that there is a significant influence on emotional intelligence towards social adjustment measured through the aspects of emotional intelligence such as self -awareness, controlling emotion, directing emotion appropriately, empathy, and building relationship.

E. Conclusion

Based on the results of research and discussion, it can be concluded that the emotional intelligence of tenth-grade students at SMAN 2 Boarding School Banda Aceh is in good category indicated by the aspects of self-awareness, controlling emotions, directing emotion appropriately, and empathy. The relationship of tenth-grade students at SMAN 2 Boarding School Banda Aceh is also in good category indicated by aspects of real performance, self-adjustment to different clusters, social attitudes, and personal satisfaction. It showed that there are positive and significant influences between emotional intelligence and social adjustment of tenth-grade students at SMA Unggul Negeri 2 Boarding School Banda Aceh.

Based on the results of the research at SMA Unggul Negeri 2 Boarding School Banda Aceh, it is suggested that: For Parents, in where adolescents live. They give much influence on the level of their emotional intelligence, so it is recommended that parents can help teenagers to find a favorable environment, conducive, and can provide an understanding of social demands where they live. A teenager who can make good adjustments will be able to undergo the process of good maturity development for Teachers.

From the positive results of the research, it is recommended to maintain the system and the policies of the school. Having a good relationship between teachers, school staffs, and all students will create a good and conducive atmosphere to education. For other researchers, this research only reviewed some influences. So, for the next researchers who are interested, this research can be used as guidance in writing an undergraduate thesis and finding out other factors which can influence emotional intelligence.

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